

Minutes – John Cabot Academy Council

Version:

Meeting Date: 08 December 2021
Location: Teams – online meeting
Time: 4.30 pm

Present:

Linda Tanner (LT)	Chair Academy Council
Kate Willis (KW)	Principal
Dan Nicholls (DN)	Executive Principal
Kate Searle (KS)	Assistant Principal – Curriculum and Teaching
Holly Vickers (HV)	Student Advocate Academy Councillor
Fiona Thompson (FT)	Parent Academy Councillor
Veronica Mastrandrea (VM)	Teacher Academy Councillor
Nigel Eaton (NE)	Sponsor Academy Councillor
Angela Long (AL)	Sponsor Academy Councillor
Georgina Tankard (GT)	Sponsor Academy Councillor
Scott Raybould (SR)	Parent Academy Councillor

Attendees:

Katie Page (KP)	Clerk to Academy Council
Richard Cormack (RC)	Assistant Principal – Inclusion
Gareth Foster (GF)	Computer, Science & Business Lead
Gemma Read (GR)	Vice Principal
Simon Horn (SH)	Support Staff Councillor
Jane Day (JD)	Senior Ops Leader
Annabel Massey (AM)	Pupil Premium Academy Lead

Apologies: **Alison Evans (AE)** Sponsor Academy Councillor

Minutes

Item	Description	Action
1	Introductions	
1.1	Welcome and introductions were made by LT. KP joined as the new Clerk	
2	Declarations of Interest	
2.1	None declared .	
3	Academy Council Membership	
3.1	1 x Vacancy – LA Representative	
3.2	LT - We have had someone come forward from Governance for Schools, she is an engineer by background. I have spoken to her and she is very interested in playing a role in schools. She has been told about the CLF focus on disadvantage and was particularly interested in that because she herself comes from a working-class background and obviously working as a female engineer has overcome various	

	barriers. The next step will be for me and KW to meet with her and if we they are happy; we will take it to COAC.																									
4	Minutes of the previous meeting																									
4.1	The minutes of the meeting held 6 October 2021 were agreed as accurate.																									
5	Matters Arising																									
5.1	Actions brought forward																									
5.1.1	<i>Councillors to arrange a visit to their links in school before the next meeting and send visit reports to KW/LC.</i> FT has sent one in, the rest to complete by the next meeting	All Links (except FT)																								
5.1.2	<i>AE had not heard from Kingswood Community Forum</i> AE has now heard back. We will be given 4 x Xmas hampers, which will be given to 4 families identified as being in need. A meeting is planned for January to establish what else JCA can get involved with. Separately, Kingswood have received £10 million via the Levelling Up Agenda and have bought the local shopping centre as well as a few other things. KW has met with someone who is part of this and feedback they would like student input on this because they are also going to apply for £80 million to rebuild the sports centre. So, there is quite a big relationship developing here.																									
6	Student Voice – Young Peoples Health & Lifestyle Survey																									
6.1	<p>KW - A Student Wellbeing survey was conducted to establish how students are settling in after returning to school from lockdown. 126 students from Years 8-11 took part. There were several different categories, and each response was compared to the county average.</p> <p>Key points -</p> <table border="1" data-bbox="341 1339 1369 2054"> <thead> <tr> <th colspan="2">Mental Wellbeing</th> </tr> <tr> <th>JCA</th> <th>County Average</th> </tr> </thead> <tbody> <tr> <td>58% felt 'quite happy' or 'happy most of the time</td> <td>49%</td> </tr> <tr> <td>61% felt 'quite confident to extremely confident' about their futures</td> <td>47%</td> </tr> <tr> <td>36% of pupils had very poor mental health – <i>We know Covid has had an impact</i></td> <td>43%</td> </tr> <tr> <td>39% said that there was no one they would turn to if they were unhappy or worried about a personal issue – <i>Maybe just an awareness of who they can turn to rather than not feeling they can. However, we are very clear in assemblies etc. where they can go.</i></td> <td>28%</td> </tr> <tr> <td>Frequency of self-harm was 18%</td> <td>25%</td> </tr> <tr> <th colspan="2">Bullying</th> </tr> <tr> <td>88% of students have not been bullied in the last year</td> <td>82%</td> </tr> <tr> <td>5% of students had been seriously bullied</td> <td></td> </tr> <tr> <td>3% of students have been bullied once a month</td> <td></td> </tr> <tr> <td>3% of students have been bullied weekly or most days</td> <td></td> </tr> </tbody> </table>	Mental Wellbeing		JCA	County Average	58% felt 'quite happy' or 'happy most of the time	49%	61% felt 'quite confident to extremely confident' about their futures	47%	36% of pupils had very poor mental health – <i>We know Covid has had an impact</i>	43%	39% said that there was no one they would turn to if they were unhappy or worried about a personal issue – <i>Maybe just an awareness of who they can turn to rather than not feeling they can. However, we are very clear in assemblies etc. where they can go.</i>	28%	Frequency of self-harm was 18%	25%	Bullying		88% of students have not been bullied in the last year	82%	5% of students had been seriously bullied		3% of students have been bullied once a month		3% of students have been bullied weekly or most days		
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	Relationships and Sex Ed.		
	80% of students have never been involved in sending or receiving messages or pictures of a sexual nature	75%	
	50% of students said their RSE was helpful		
	11% would like more info on safe sex – <i>maybe something to focus on in PSHE</i>		
	12% would like more knowledge about STIs - <i>maybe something to focus on in PSHE</i>		
	Healthy Living		
	Average 3hrs and 58 mins each week exercising or playing sport (7hrs being the nationally recommendation)	4hrs and 9 mins	
	65% had breakfast	59%	
	11% drink energy drinks at least once a day – <i>How are they accessing them now the law has changed, making it illegal for under 16's to buy them</i>	9%	
	Smoking and Vaping		
	94% of students have never tried smoking	90%	
	5% of students had tried smoking once or twice		
	1% of students had smoked once a month		
	2% of students smoked most days or weekly		
	Drugs and Alcohol		
	86% of students have never tried alcohol or had only tried it once or twice	78%	
	3% of students drank alcohol once a month		
	11% of students drank alcohol weekly or most days – <i>Possibly Year 11's going to parties?</i>		
	82% of students had never been offered illegal substances		
	95% of students had never tried illegal substances		
	<p>Summary by KW – So we have reviewed this and there are some really positives stories. The investment we have made into the pastoral structure does seem to be having appositive impact. We have left ourselves with 4 areas to work on.</p> <ul style="list-style-type: none"> • Our response to bullying – We will review our Bullying policies; it is in the AIP for this year. We are going to look at it through EDI. • Children feeling safe in school. Where do they feel safe, where don't they? KW to explore further with the student council next week. It is also a way of starting to explore some of the Ofsted recognised problems around students not reporting sexualised behaviours. • STIs and sexual identity work. • Sport engagement - session to be held on the next safety day. PE team to lead. 		
6.2	Questions from the Academy Council		
6.2.1	<p>How many students were represented? 126 from Years 8-10. It is a survey done annually by South Glos. They try and target Year 8 and 10 but it is open to the whole school. GF gave it to all his students in his computing class from Years 8 and 10, but we didn't manage to capture them all.</p>		

	We are hoping to do another Student Voice survey through tutor time to capture feedback on the last Safety Day and PSHE lessons. So, we can report back to you on that one when we analyse the data.	
7	Academy Council Report	
	<i>The ACR was circulated to the council prior to the meeting</i>	
7.1	<p>LT – The ACR is very long and very comprehensive. It would be better to have a summary of the main areas.</p> <p><i>Action – KW to add a summary an executive summary of the key headlines to the next ACR.</i></p>	KW
7.2	<i>Focus on Quality of Teaching: Science, Computer Science & Business</i>	
7.2.1	<p>GF has mainly been focusing on Computer Science. GF stated it has been an interesting couple of years. 2019/20 was the first year we did CAGs. Performance was okay in most groups, although we have a persistence gap with PP and disadvantaged students. This years TAGS, we are still suffering with poor performance, there is quite a large gap between disadvantaged students and non-disadvantaged students. A Level Computer Science has had a strong 3 or 4 years and persistently been at one grade higher per student, while for GCSE you are looking at a positive or negative Progress 8 progress.</p> <p>GF analysis of this was as a result of the pandemic, students have missed out on classroom teaching, which is true of all subjects, but with Computer Sciences it is a technical subject, we are teaching programming and teaching students to think analytically and logically about ideas. What you need for this is a foundational knowledge that they would have learnt in KS3. Unfortunately, we have not had any specialist teaching at KS3 and making use of teachers from other subject areas to deliver. Therefore, students are starting KS4 not at the place we would ideally like them to be at. This means we require them to rapidly move through the curriculum at KS4. When you bring in the additional element of students being out of class due to the pandemic, it has been difficult to rectify and get to the levels we expect. We have been focusing on more focused delivery in KS3 to analyse what learning has been lost.</p> <p>GF shared slides with the Council with actions to improve performance and curriculum implementation. Key points below</p> <p>Actions to improve performance</p> <ul style="list-style-type: none"> • Recruitment of a specialist Computing teacher to improve delivery • GF has fought for 2 x Year 9 lessons a week and restructured the curriculum in Year 9 to support computational thinking and programming • Video lessons structured to support students at the appropriate level • Dovetails with assessments that diagnosis specific areas of misconceptions • Walking-Talking mock videos building in the opportunity for GF to talk through the thought process behind answering a question. <p>Curriculum Implementation</p>	

	<ul style="list-style-type: none"> • A link and learn slide on entry to lessons. Supporting students learning by retrieval of prior concepts in readiness for new learning. • Continue development of tracking at students learning so both teacher and student can have suitable granularity of their progress • Explicit exploration of key terminology, making use of etymology and morphology where suitable to help with the understanding of new concepts or previous schema. 	
7.2.2	Questions from Academy Council	
7.2.3	<p>LT – How does the Academy support students that do not have the necessary access to equipment at home to enable them to do Computer Science?</p> <p>GF - Its more about having expert tuition. Something we can explore is making use of the IT rooms afterschool, to engage with more independent learning and homework.</p> <p>KW – The CLF is potentially moving to a scheme where any student who does not have IT equipment at home, then they may be able to borrow devices from school</p>	
7.3	Attendance	
7.3.1	Questions from Academy Council	
7.3.2	<p>LT – Attendance is down on where we would like it to be, but I have seen on the report that it says Covid has not been a big factor in student absences. Sow hat is the main factor?</p> <p>KW - Other viruses that are circulating, that no one has immunity too, alongside potentially some lack of resilience. There are 2 student groups whose attendance is low, our slightly older girls in KS4 and our SEN K students. We had an SLT meeting a couple of weeks ago, where we discussed what we can do for both groups of students. On our next inset day, we are going to prepare a script for the first day of absence call, based on asking questions like, how unwell are you, could you take some paracetamol, could you come into school? Plus, we are going to implement a programme that South Glos. have offered us around slightly older girls’ resilience and attendance.</p>	
7.3.3	<p>LT - What about staff absences?</p> <p>KW – We are doing relatively well. Again, not so much Covid but other illnesses. The problem is that there is absolutely no supply staff available. Agencies will often let us know the evening before they have no availability. Therefore, the Senior team are picking up quite a bit of cover. I have spoken to the trade unions regarding this, and they have been reasonable and understood. We certainly do not have the significant staff absences that other schools are dealing with.</p>	
7.3.4	<p>AL – There was an article on the radio this morning about ‘ghost’ children. They were described as children who are on roll but do not come into school. They reckon that up to 90,000 children are missing’ I think its going to be a big issue, do you?</p> <p>KW – Yes, I think so, I think that is why attendance is down nationally. Attendance is a high priority of the Education Secretary and there are a few children at JCA that have not returned. We have 1 student in Year 10 and there is another one that has been referred as a CME. Donna Larg, EWO is working with us with each of the cases to sort out whether we go down the prosecution route or support the parents. It is very much a live issue with school, as well as nationally.</p>	
7.3.5	FT – What about electing home schooling, is there a national pattern, following lockdown?	

	<p>KW – I do not know about a national pattern. It is my assumption it has got higher, and we have certainly seen a larger than normal number of applications. We have had 5 in total. I insist on upon meeting with parents and I will not take them off role until a face-to-face meeting has occurred. I have a script I work through with parents and in various cases have dissuaded them because we have talked about a phased return or placement. However, some parents gave well-reasoned arguments for wanting to home school. In the case of one of them it was a short-term thing as they were due to move halfway across the county.</p>	
7.4	Behaviour	
7.4.1	<p>LT - There is a high number of incidents in year 8 and 9. In the report it says one will potentially be PEX'd in the next 6 weeks. Can you tell us what you are doing to support these students?</p> <p>KW - It is typical for behaviours to peak in Years 8 and 9 due to where the student is developmentally and as a school is where we are figuring out the student and what support is most effective for them. So, I am not surprised about these incidents. There are 4 students in Year 9 that are causing concern. It would take me 20 minutes to discuss each student, but we could do it in a future SWG to go though some of these as case studies in terms of the volume of support. All of them are on stage 4 under the graduated response, they are all presenting significant need. Two of them are on the SEN register. They all have vast support both externally and internally, but we know it is not working or not working effectively enough. In the last couple of weeks, we have changed the SEN provision and created a little hub for 2 or 3 of the students concerned to access. We have also changed their curriculum so that they have a safe space and get interventions in both literacy and social skills. It is having an impact.</p> <p>DN – A number of schools are really struggling with dysregulation of a small group of students and that's across the trust. The proximity of xmas is not helpful to some. I also think we are in a time when we are close to the end of term and both students and staff are tired. The news is also still quite difficult, lots of illnesses, poor attendance and still high levels of anxiety. We are in a holding pattern and just trying to get through.</p>	
7.4.2	<p>FT - Do the social skills include a bit of nurturing? Do the children need a bit of nurture?</p> <p>KW – Yes definitely, that's why they are also on the Thrive programme.</p>	
7.4.3	<p>LT -Have they got keyworkers that they can build relationships with?</p> <p>KW - All these students have a keyworker within the Pastoral team. They work with them multiple times a day. It may be telling us that these students aren't suited to mainstream education and what we need to do is support them to get into more appropriate schooling.</p>	
7.4.4	<p>LT - How are you supporting those staff?</p> <p>KW – They work in offices together, so they have informal peer to peer support. They also have access to formal supervision, particularly when they are dealing with significant safeguarding things.</p>	
7.4.5	<p>LT – Mid year entrances, 15 have arrived from a foreign country and we are already above average for EAL, are all these all EAL and if so, what support/resources is being put in place?</p>	

	<p>KW - A large proportion of them are from Hong Kong and speak fluent English. We have had 2 or 3 from Nigeria with varying levels of English, 3 from Afghanistan with little to no English and 1 from Turkey with no English. There are no extra resources coming to us, we are not very strategic in EAL support and it has exposed a weakness. We do have Lewis Madolla who works out of the SEN team, he is a highly trained LSA and our speech and language therapist is doing a masters in ESOL and EAL this year. We are using the Tuition funding to pay to keep Jo Dixon, who is an English teacher currently doing a maternity leave contract. She will be focusing on doing bespoke EAL interventions. She has done a TEFL courses in the past. We will be advertising soon for maternity cover for our Literacy Lead, and we are going to build in strategy for EAL into that role.</p> <p>We are working on it but currently our provision is not right</p>	
7.4.6	<p>LT – You had someone in from Bradley Stoke to advise about EAL, what was the outcome?</p> <p>KW – One of the Aps from Bradley Stoke did come and did a report for us. He gave us suggestions for systemic improvement. It is just about our capacity to deliver it. We did not prioritise it this year and as a result we are struggling. Next years AIP will feature this more heavily</p>	
7.4.7	<p>LT - Is there any further support/resources you can access from across the trust?</p> <p>KW – We know what we need to do, it is just finding the person here to do it.</p>	
7.5	Personal Development	
7.5.1	Academy Council Questions	
7.5.2	<p>LT – It looks like you are making good progress in encouraging PP students into clubs, when they fail to attend is it due to a financial disadvantage or have you found other reasons why students cannot attend clubs?</p> <p>KW – No we have not done that piece of work yet. We are going to speak to students next week or at the beginning of next term to ask them what clubs they would like, which may help.</p> <p>The most significant thing that came out of this audit is the PP attendance at the non-academic clubs is representative of the school, but PP attendance at academic clubs is weak. We are going to do a piece of work around it at the next inset day.</p> <p>GR– We did talk to the Executive Council about this in October. They said they would like a more diverse provision available. We are also aware of transport issues, picking up siblings etc, which can also impact attendance.</p>	
7.5.3	PSHE and RSE	
7.5.4	Academy Council Questions	
7.5.5	<p>AL - The annual and termly Safeguarding report, there is a big red box about PSHE and what was going to be done in each year, which has not been filled in and is blank, can you explain?</p> <p>KW – A meeting took place this week where we reviewed the PHSE curriculum from a safeguarding perspective and we came up with 7 or 8 different safeguarding areas that must be covered through the PHSE curriculum and resources for best practice.</p> <p><i>Action – KW to fill in the PHSE boxes in the annual and termly Safeguarding reports</i></p>	

7.5.6	<p>AL – What monitoring do you do to ensure quality assurance on delivery of teaching?</p> <p>KW – There is not enough quality assurance but the PHSE and SMSC leads had training in this weeks SLT in the school’s quality assurance process and they are now going to do quality assurance of those areas and will report back in line management.</p>	
7.6	Safeguarding	
7.6.1	<p>AL – How many members of staff are trained in Team Teach?</p> <p>KW – It is recorded on the SCR, I think numbers are low, but more than 4. We want all the senior team, except me and the Pastoral team to be trained. It is a 2-day course, and we did have it booked for earlier this year, but we had to cancel due to horrendous peaks of cover.</p>	
7.6.2	Quality of Education	
7.6.3	Questions form the Academy Council	
7.6.4	<p>LT - You have had your academy review since the last academy council meeting, what would you like to tell us about it?</p> <p>KW – They looked at 3 curriculum areas one of which was maths, which is a real strength of the school. Its nice to be able to say to that department you are good, but you could be amazing with work around standards and consistency across the teams. So that’s a piece of work we are doing, and we have strong leaders there that are heavily invested in their pedagogy.</p> <p>The last bit was around science and we are looking to explore and improve.</p> <p>They also did an attendance review, which I received the report on this morning and there is nothing particularly problematic with our processes.</p>	
7.7	Mock Results	
7.7.1	KW shared her screen with the Year 11 mock data results	
7.7.2	<p>Key Points</p> <ul style="list-style-type: none"> • Underperforming - PP and SEN, particularly PP Girls and HAP girls • We are one of the highest performing schools in the CLF • KS2 data is 104.1 so we should be aiming extremely high • Predictions take us to the 40/70 mark, but we should be pushing for 60/80 • SEND data is a concern, but is skewed as not all students are with us • Bright spots – English Lang, Biology, History and Health and Social Care • Key Trails – Combined sciences. Hannah Bryden is already implementing individual action plans for students. English Lit. More concerning ones and photography and art MDT • There are some areas where PP students are achieving as well if not better for example in history. We are looking where there is success and sharing best practice. But on the other side we got out areas of concerns where the gap between PP and non-PP is not acceptable and we need to work hard to support these students. 	
7.7.3	DN – There is real cause for optimism in this data. It is some of the best data we have had at JCA at this time of year, we have a chance to do well this year.	
7.7.4	Academy Council Questions	

7.7.5	<p>SH - Do we know what other CLF schools with the smallest gap in attainment for PP children are doing, versus what we are doing, is there anything we could learn? Do we know where the better schools are?</p> <p>AM – I am in a PP working group and at some point, we are going to go into each other’s schools to look at PP provision. It is something we are trying to do as a trust to share best practice. We also know which schools are doing better, it is in the data, so potentially it is a quick win to go and speak with those schools. But what you cannot change is when you have got staff who are inexperienced and must build their experience. We put in the support and CPD for those staff to ensure that there is high quality provision in the classroom. That is not something we can do by elsewhere.</p>	
7.8	Budget	
7.8.1	<p>LT – It says in the report we are not meeting the Budget Business rules, what does this mean, and do we need to be worried about it?</p> <p>KW - The CLF challenge all heads to make a small surplus every year, that then go into bigger reserves to allow us to bid for bigger budget things. We are unlikely to make this surplus due to not recruiting enough year 7s in year, so we have taken quite a financial hit, however we have done enough work not to be in deficit.</p>	
8	Achievement and Standards	
8.1	<p>Pupil Premium and Looked after Children</p> <p>KW – The Pupil Premium report is now on the website. The LAC report will be sent to all and brought to the next meeting.</p>	
8.2	<p>Behaviour and Exclusions</p> <p>Covered in ACR</p>	
8.3	<p>Relationships and Routines</p> <p>A big part of the AIP. We have got some clear routines and we have tried to keep it simple. There are 8 that students and staff need to stick to and the focus this year is to essentially over communicate those systems, to raise the bar and increase standards and to make students and staff feel like they belong to this community.</p>	
9	Health and Safety	
9.1	FT – I hope the report following my visit was helpful. The focus on the next one is PE.	
10	Equality, Diversity and Inclusions (EDI)	
10.1	EDI objectives will need updating in January. To be revisited at the next meeting	
11	Safeguarding, Including Link Role, Termly Report Check and Safeguarding Annual Report	
11.1	No further issues raised	
12	Policies to Approve	
12.1	SEN: Disability and Accessibility - Approved	
13	Risk Register	
13.1	<p>LT – SH has mentioned that some parts are possibly out of date.</p> <p><i>Action – LT/KW to look at the Risk Register and update.</i></p>	
14	Matters for the attention of the Board /COAC	

14.1	LT – The ACR format is long and difficult for councillors to access fully. So, I may take it back to the COAC because the presentation style we were doing was in some ways easier	
15	AOB	
15.1	LT – Thank you to all the staff and councillors, I wish you a very merry xmas and happy new year.	

The meeting closed at 6.25 pm

Next meetings: 2 March 2022, 27 April 2022, 22 June 2022